

**TO:** Evan M. Glazer, Ph.D., Members of President’s Cabinet, and the Board of Trustees

**CC:** Amber Stitzel Pareja, Ph.D.

**FROM:** Adrienne Coleman, Ph.D. and Hannah R. Anderson, Ph.D.

**SUBJECT:** 2021 Diversity Climate Survey Results

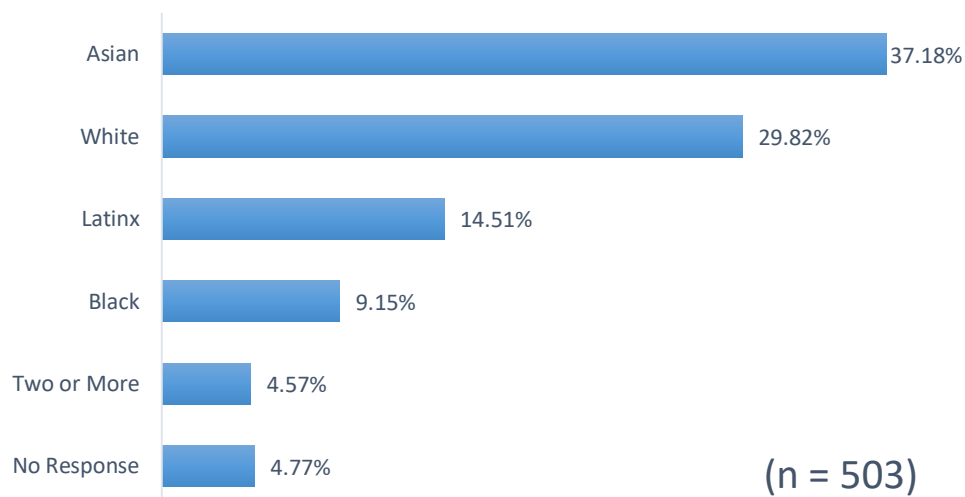
**DATE:** July 19, 2021

In March 2021, a survey regarding diversity and school climate was administered by the Office of Diversity, Equity, and inclusion. This survey was adapted from the National Climate Survey developed by the Gay, Lesbian and Straight Education Network (GLSEN). There were a total of 551 survey responses, 48 of which were removed due to incomplete survey responses. Of the remaining 503 authentic responses, there were 182 Sophomores, 156 Juniors, 147 Seniors, and 18 that did not indicate their grade level. Below is a summary of the major results from the survey.

## Survey Respondent Demographics

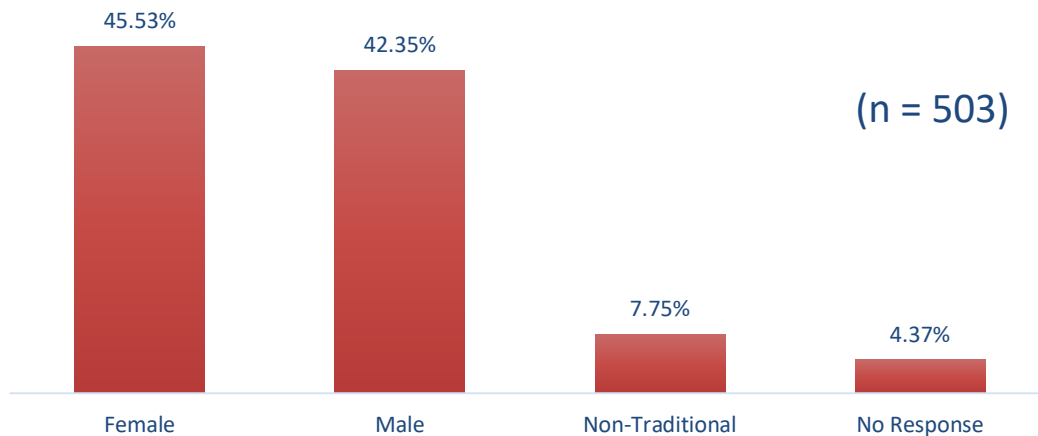
### **Race/Ethnicity**

Students were asked to identify their race and ethnicity. Students who selected more than one race were categorized as “Two or More.” After controlling for multiple responses, there were some individuals who identified as either American Indian/ Alaskan Native or Native Hawaiian/ Other Pacific Islander. However, due to the small sample size of these individuals, their race/ethnicity was excluded from the data analysis process for questions pertaining to race/ethnicity. Below is a summary of the respondent demographics according to race/ethnicity.



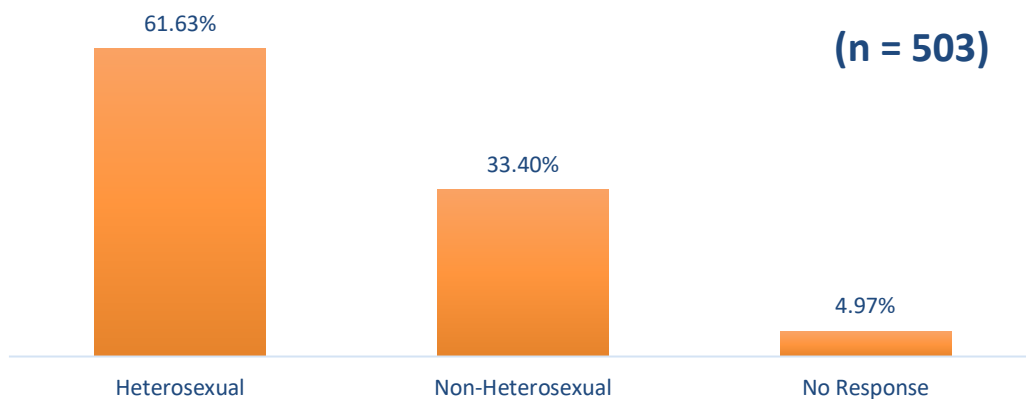
## Gender

The survey offered the students a variety of response options for their gender identity. For purposes of data analysis and group comparisons, any gender selected other than Male or Female, was categorized as Non-Traditional. The Non-Traditional classification included the following genders: Transgender (n = 2); Transgender Female-to-Male (n = 5); Non-Binary (n = 11); Gender Queer/Gender Fluid (n = 13); and “Two or More” genders (n = 6) where more than one response was provided. IMSA would like to recognize the fact that this gender identity categorization is not favorable as it normalizes the male and female gender identities. It is IMSA’s mission to create a welcoming and inclusive environment for all individuals, and thus individuals around the community are actively working towards a more inclusive designation. Below is a summary of respondent demographics by gender.



## Sexual Orientation

Students were asked to identify their sexual orientation. For the purposes of data analysis and group comparisons, students who chose a category other than Heterosexual were classified as Non-Heterosexual. The category of Non-Heterosexual includes the following sexual orientations: Gay (n = 5); Lesbian (n = 11); Bisexual/Pansexual (n = 67); Queer (n = 6); Questioning (n = 35); Asexual (n = 8); and “Two or More” sexual orientations (n = 37) where respondents selected more than one response. Likewise, IMSA recognizes that the designation “Non-Heterosexual” is not ideal as it normalizes heterosexuality. Similar to gender identity, individuals across the IMSA community are actively working towards a more inclusive methodology. Below is a summary of respondent demographics based on sexual orientation.



## **2021 Survey Results**

### **Classroom Environment**

One survey question asked, “In the past month, how many times have you skipped class because you felt uncomfortable or unsafe in that class?” An overwhelming majority of students (95.1%) reported that they had not skipped class due to feeling unsafe, suggesting that in general, students feel safe in the classroom. To further examine those that did skip class because they felt unsafe, an ANOVA was conducted to determine the mean differences between grade levels, race/ethnicity, gender, and sexual orientation. A summary of results is provided below.

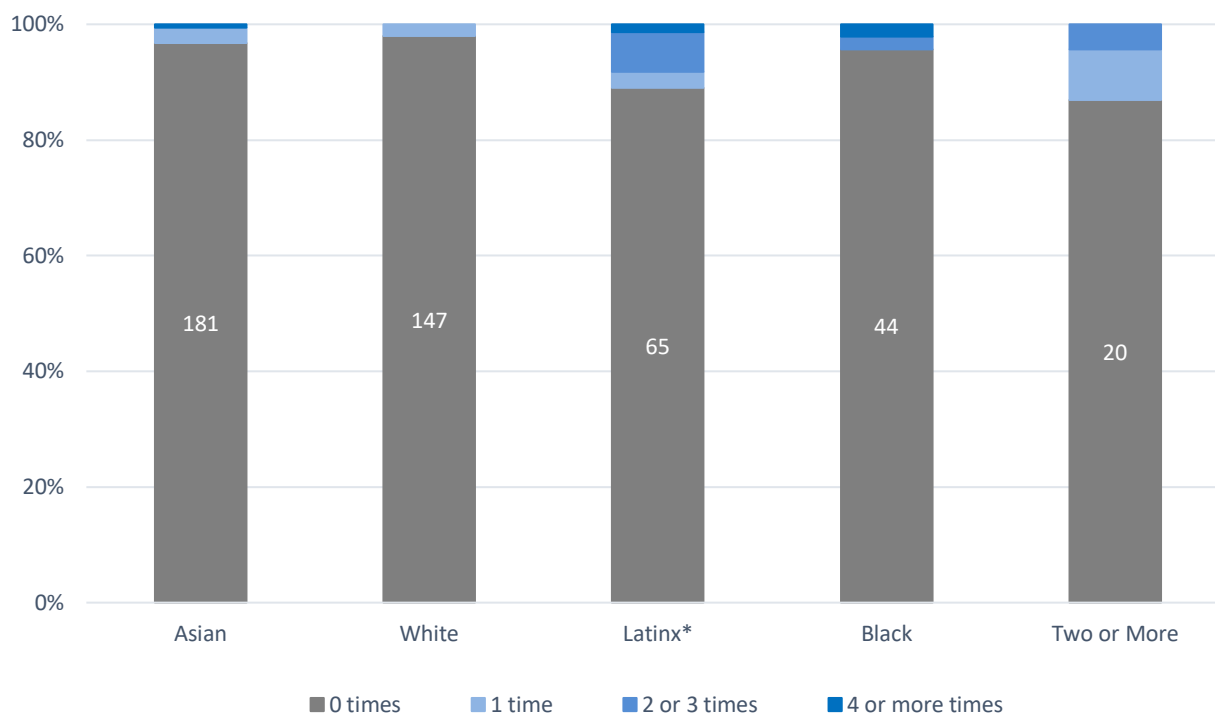
#### *Grade Level*

The analysis of mean differences for grade level revealed no significant differences in the number of times skipping class and the respondent’s grade level due to feeling unsafe in the classroom.

#### *Race/Ethnicity*

The analysis for race/ethnicity showed that there is a significant difference in race/ethnicity and the number of times skipping class due to feeling unsafe ( $p < .01$ ). More specifically, students identifying as Latinx were significantly more likely to skip class due to feeling unsafe when compared to students identifying as Asian or White ( $p < .01$ , respectively).

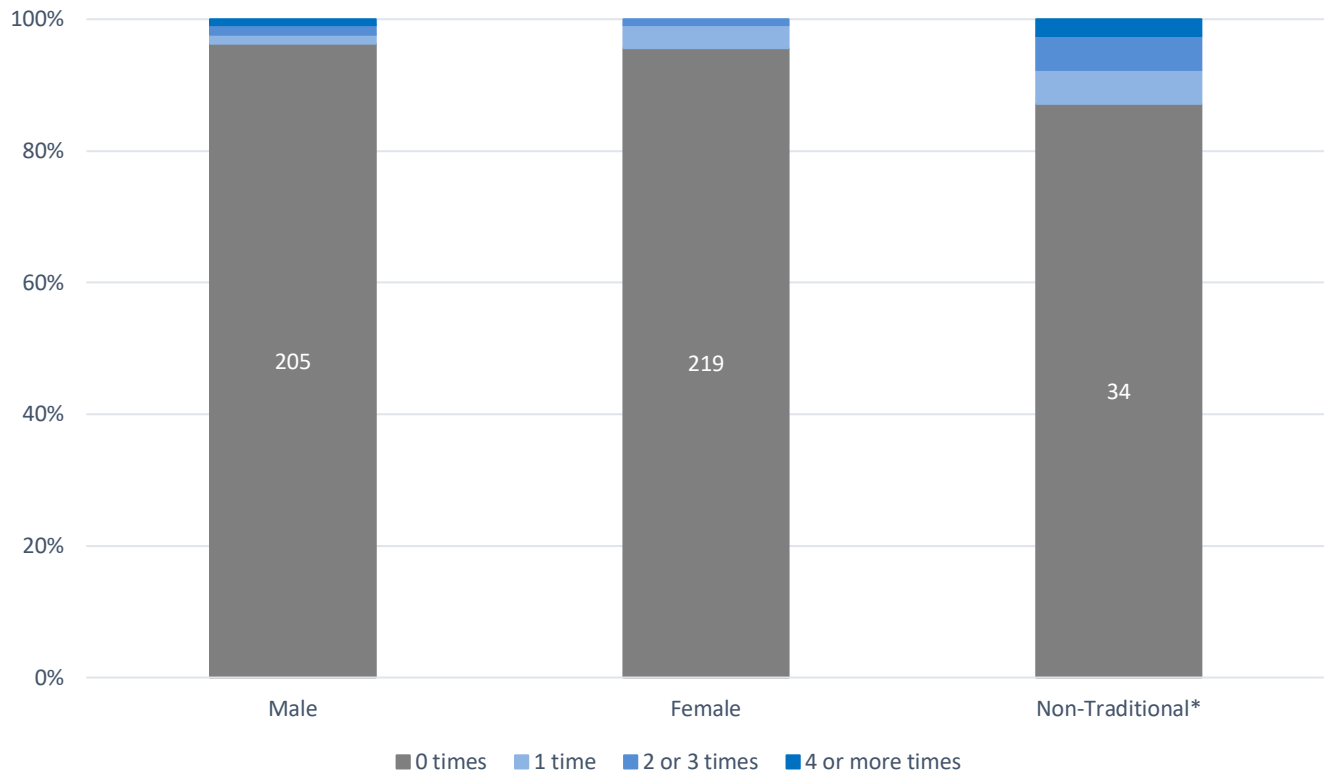
**Number of Times Skipping Class due to Feeling Unsafe  
(n = 479)**



## Gender

The analysis of mean differences for gender showed that there is a significant difference in gender and the number of times skipping class due to feeling unsafe ( $p < .05$ ). More specifically, respondents identifying as Non-Traditional were significantly more likely to skip class due to feeling unsafe when compared to respondents identifying as Male ( $p < .05$ ) or Female ( $p < .01$ ).

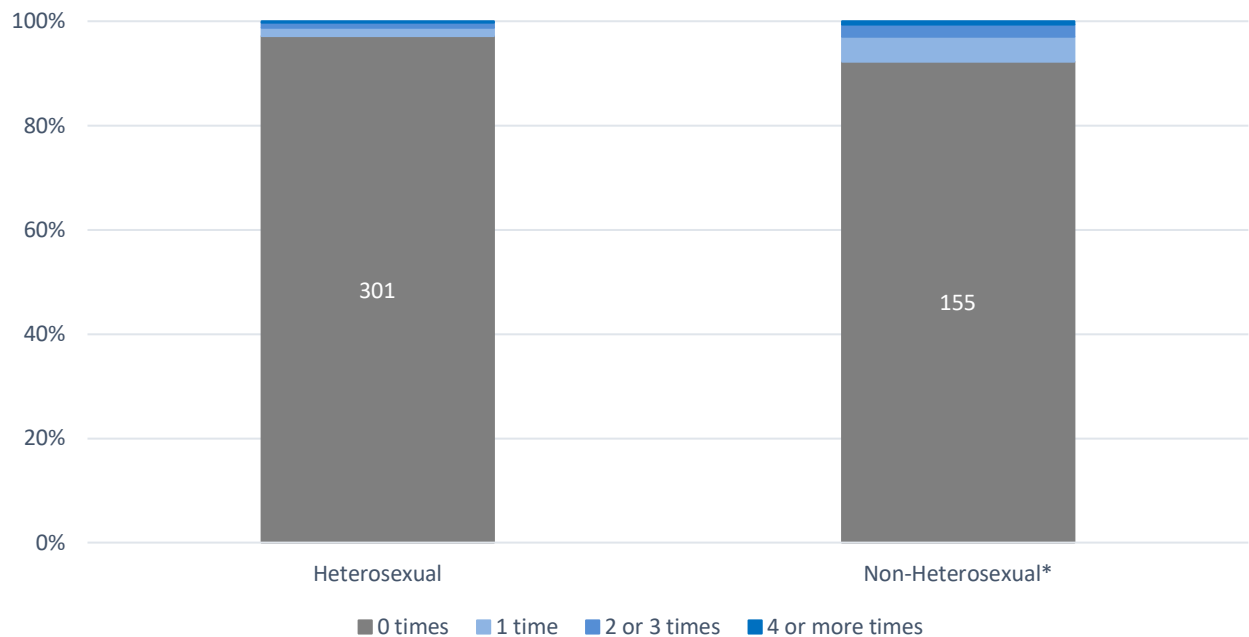
### Number of Times Skipping Class due to Feeling Unsafe (n = 481)



### *Sexual Orientation*

The analysis of mean differences for sexual orientation revealed a significant difference in sexual orientation and the number of times skipping class due to feeling unsafe ( $p < .05$ ). More specifically, students identifying as Non-Heterosexual were significantly more likely to skip class due to feeling unsafe when compared to students identifying as Heterosexual.

### Number of Times Skipping Class due to Feeling Unsafe (n = 478)



### **Residence Hall Environment**

Another survey question asked students, “In the past month, how many days have you felt unsafe in your residence hall programming or IMSA student organizations’ events?” More than nine out of ten students responded that there were zero days they felt unsafe, suggesting that on most days IMSA students feel safe during the residence hall programming or IMSA student organization events. Similar to above, the data was further analyzed to determine whether there were significant mean differences between grade levels, race/ethnicity, gender, and sexual orientation. Below is a summary of the results.

### *Grade Level, Race/Ethnicity, Gender, & Sexual Orientation*

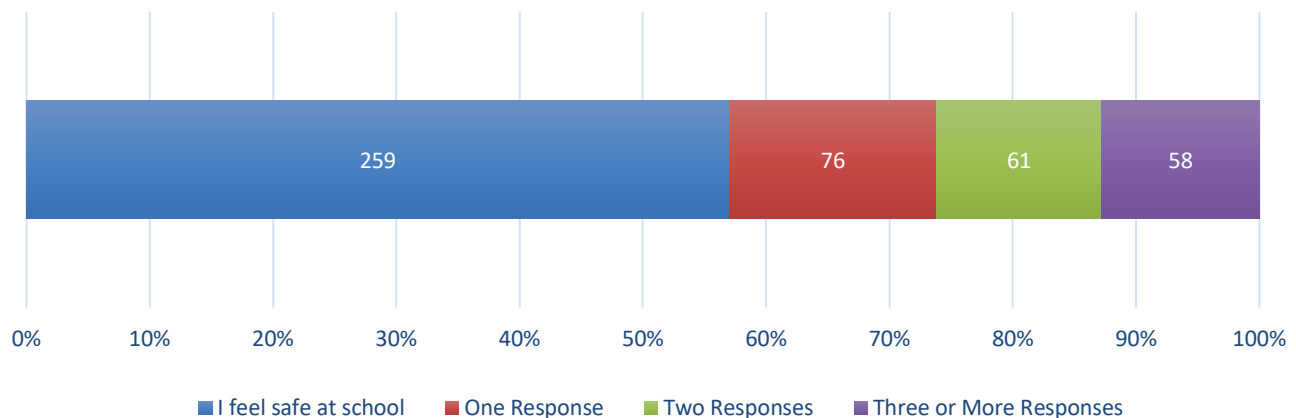
The analysis for each demographic subcategory indicated that there were no statistically significant differences in the number of days feeling unsafe during the residence hall programming or IMSA student organizations’ events when compared across the various grade levels, races/ethnicities, gender identities, or sexual orientations.

## School Environment

The final survey question regarding the topic of feeling safe asked respondents to select the reasons for which they felt unsafe at school. The response options included: their sexual orientation, race/ethnicity, gender, how they express their gender, their religion, their disability, the color of their skin, their socioeconomic status (SES), their political views, and/or their body size or weight. Students were also provided an open-ended response option to allow for additional reasons not listed.

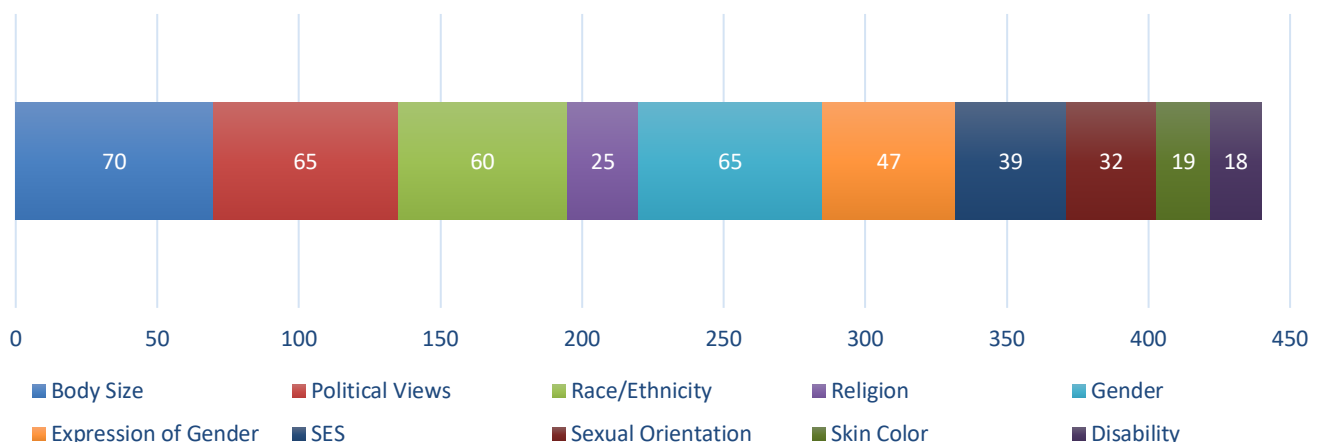
Overall, 9.7% of all survey participants did not provide a response to this question. For those individuals who provided a response, over half of the students indicated that they felt safe in school (i.e., “None of the above. I feel safe in school.”).

### Number of Reasons for Feeling Unsafe at School (n = 454)



Below is a summary of the reasons why students felt unsafe at school. It is important to note, however, of the students that responded, some chose more than one possible response, which is reflected below.

### Reasons for Feeling Unsafe at School (n = 195\*)



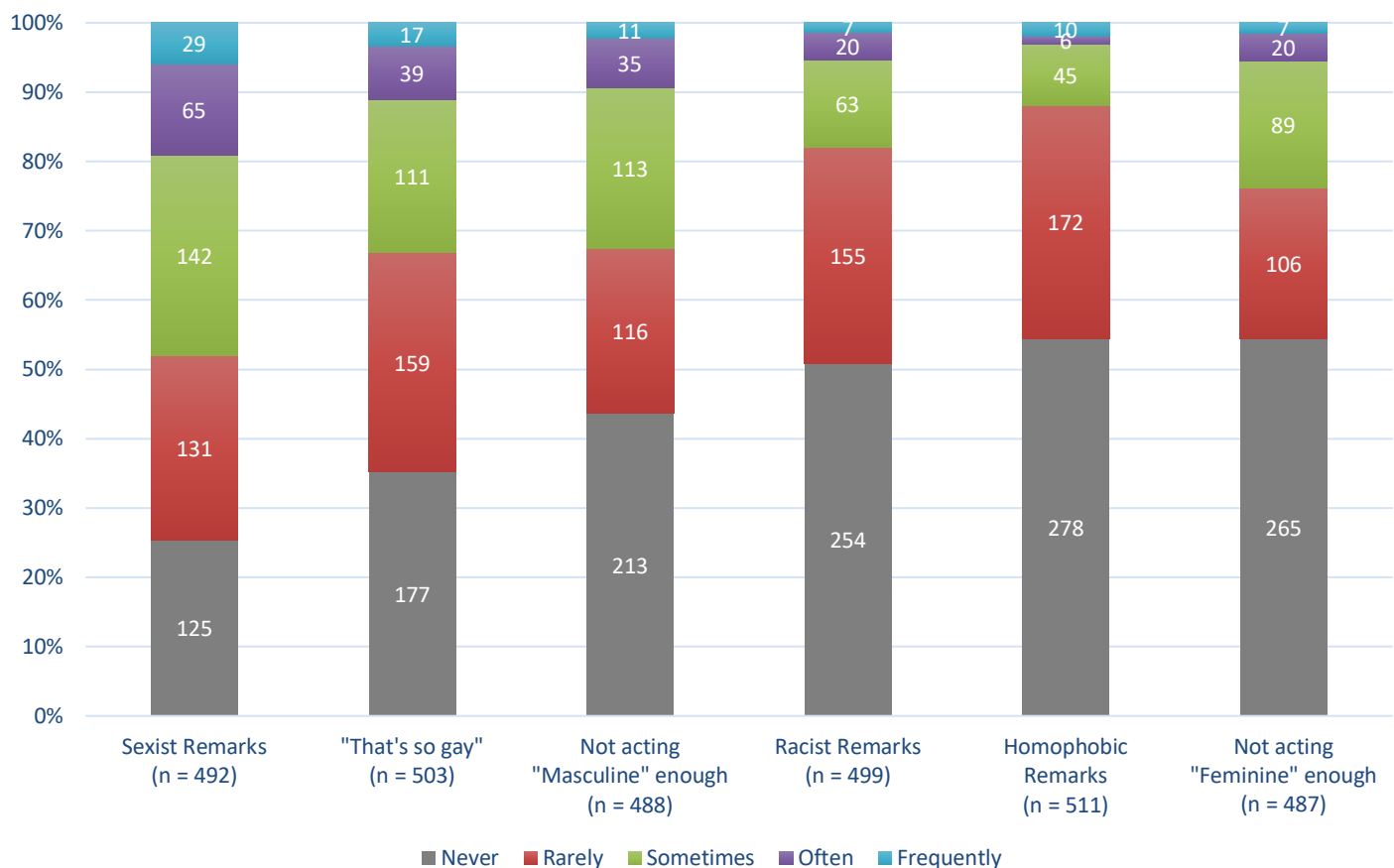
\*195 students selected one or more reasons for feeling unsafe in school for a total of 440 responses

## Verbal Expressions

Throughout the survey, students were asked numerous questions regarding various verbal expressions heard in school. For each topic of remarks (homophobic, sexist, racist, comments of “not acting masculine/feminine enough” and expressions such as, “That’s so gay”) students were asked to rate how often they heard such remarks, whether or not they were spoken by students or by teachers/residence counselors/other school staff, where the remarks were being made, and how often either the students or teachers/residence counselors/other school staff were present and/or intervened. An overarching summary of these results is provided below.

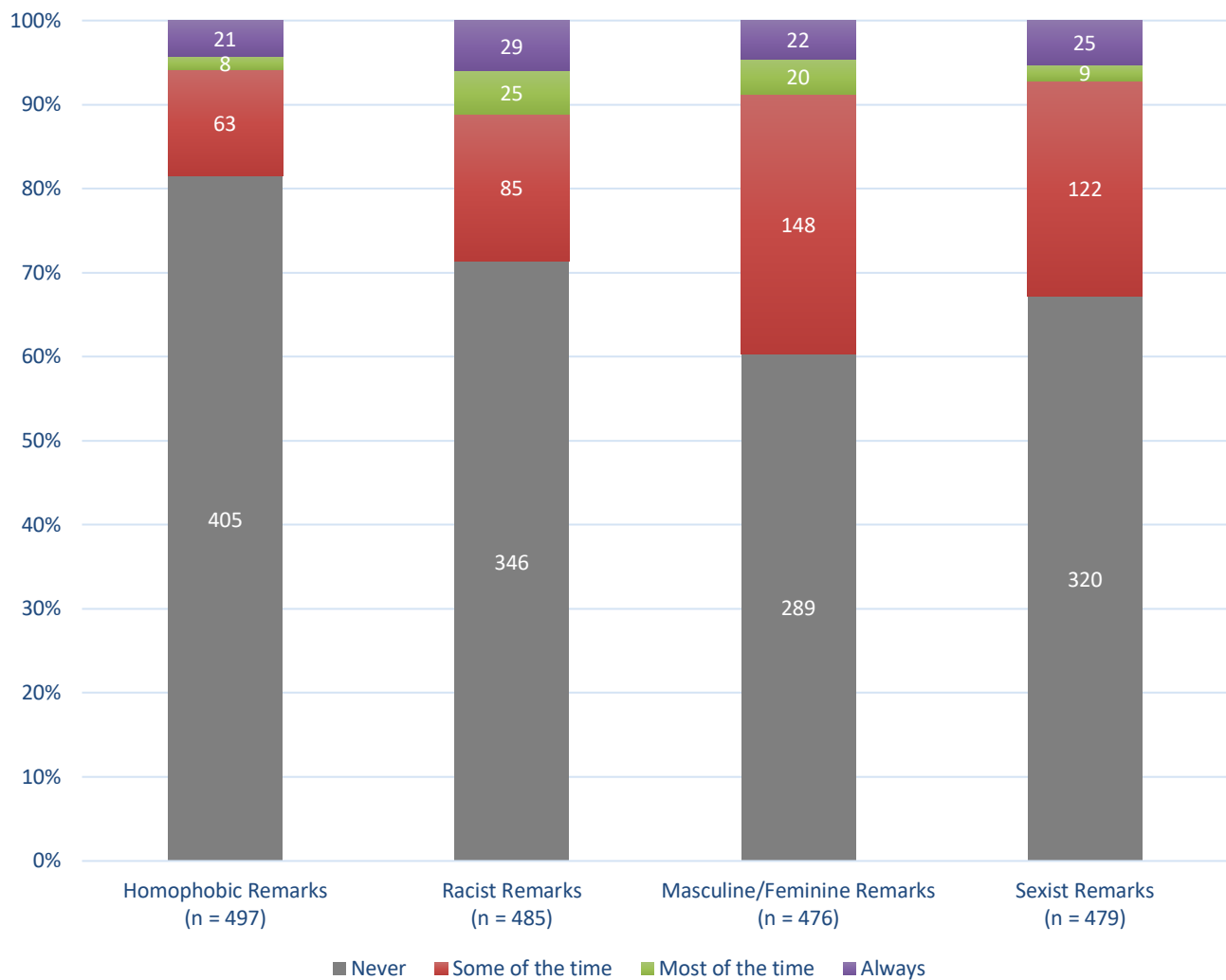
In regards to the frequency of the above mentioned remarks (ex: How often do you hear ...?) students were provided the following response scale: Never, Rarely, Sometimes, Often, or Frequently. Analysis indicated that sexist remarks along with comments such as “That’s so gay” continue to be the most prevalent, although all verbal remarks have continued to improve since 2018. Additionally, the majority of such remarks are being made primarily in the residence halls, other virtual spaces, and hallways.

### How often do you hear...?



When asked about the presence and intervention of students or teachers/residence counselors/other school staff (IMSA employees), the respondents could choose between Never, Some of the time, Most of the time, or Always. Data analysis of the IMSA employees revealed that teachers, residence counselors, or other school staff are Never or Sometimes present approximately 90% of the time that the remarks are being made, regardless of whether the remarks are homophobic, racist, sexist, or masculine/feminine in nature. Furthermore, this trend has continued to worsen since 2018.

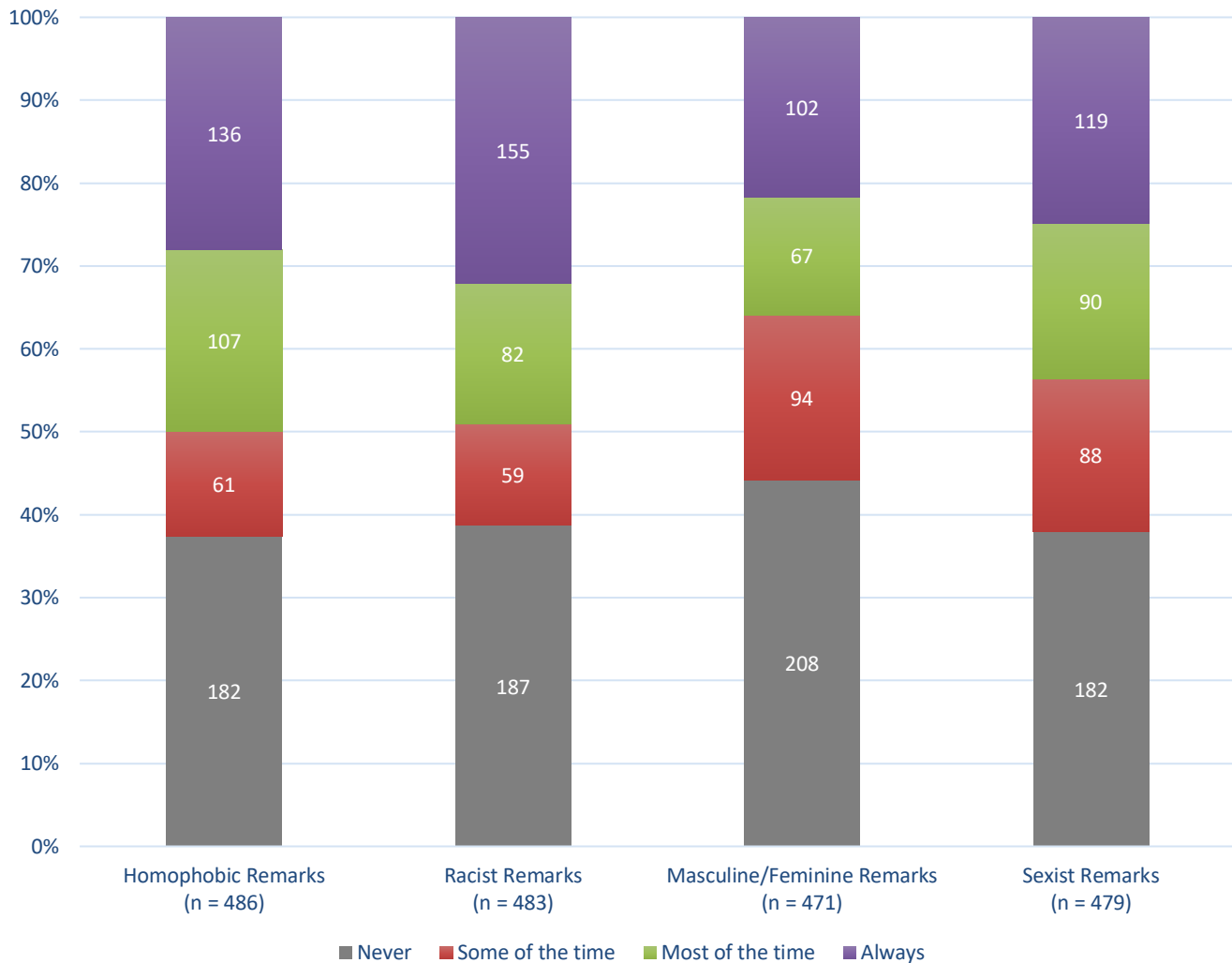
### How often are teachers/resident counselors/other school staff present?





When IMSA employees are present to hear such remarks, less than half “Never” intervene. Reviewing the data since 2018, IMSA employees continue to step in and intervene more now than in previous years.

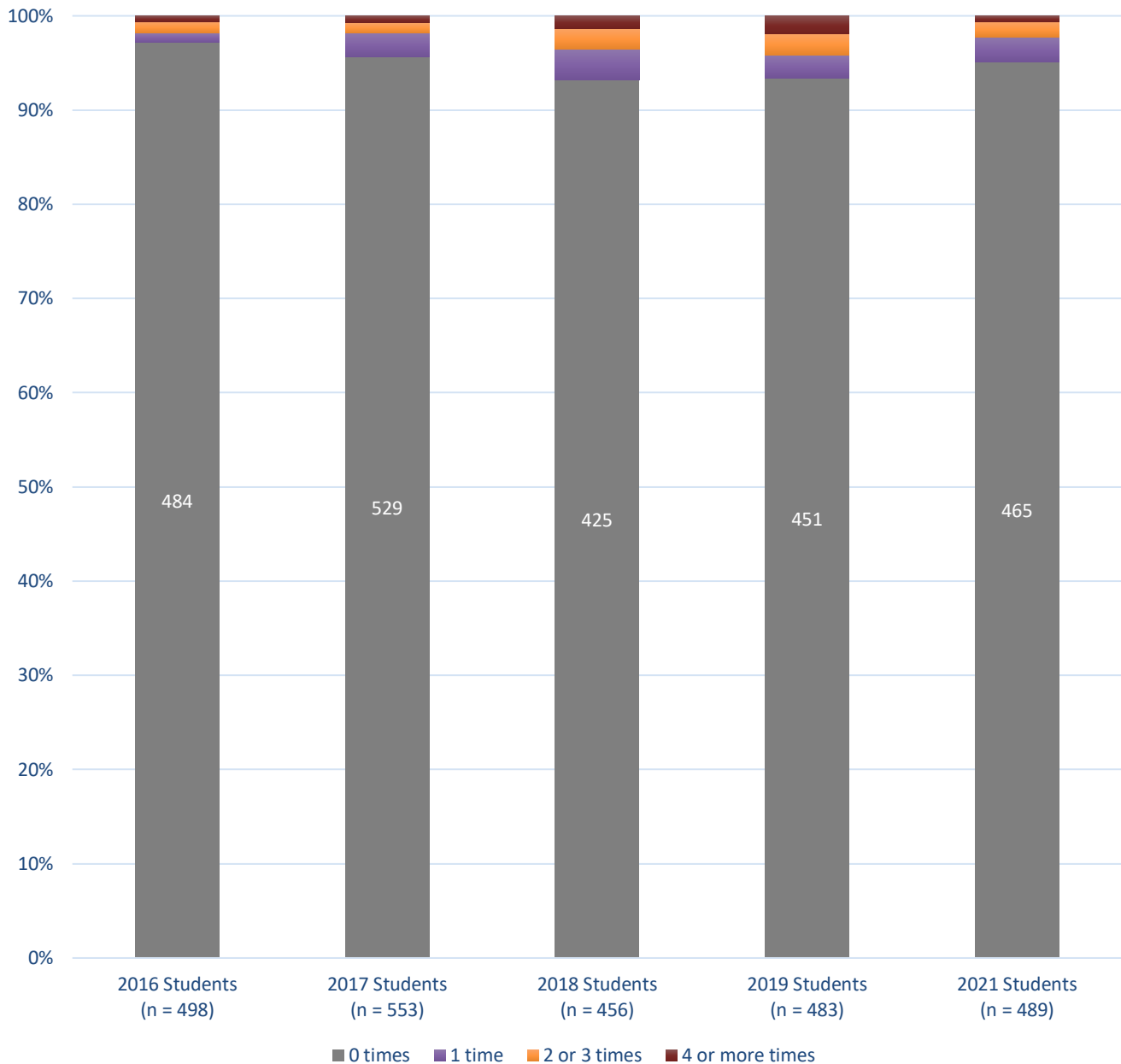
### When teachers/resident counselors/other school staff are present, how often do they intervene?



## **Comparison of 2016 - 2021 Results**

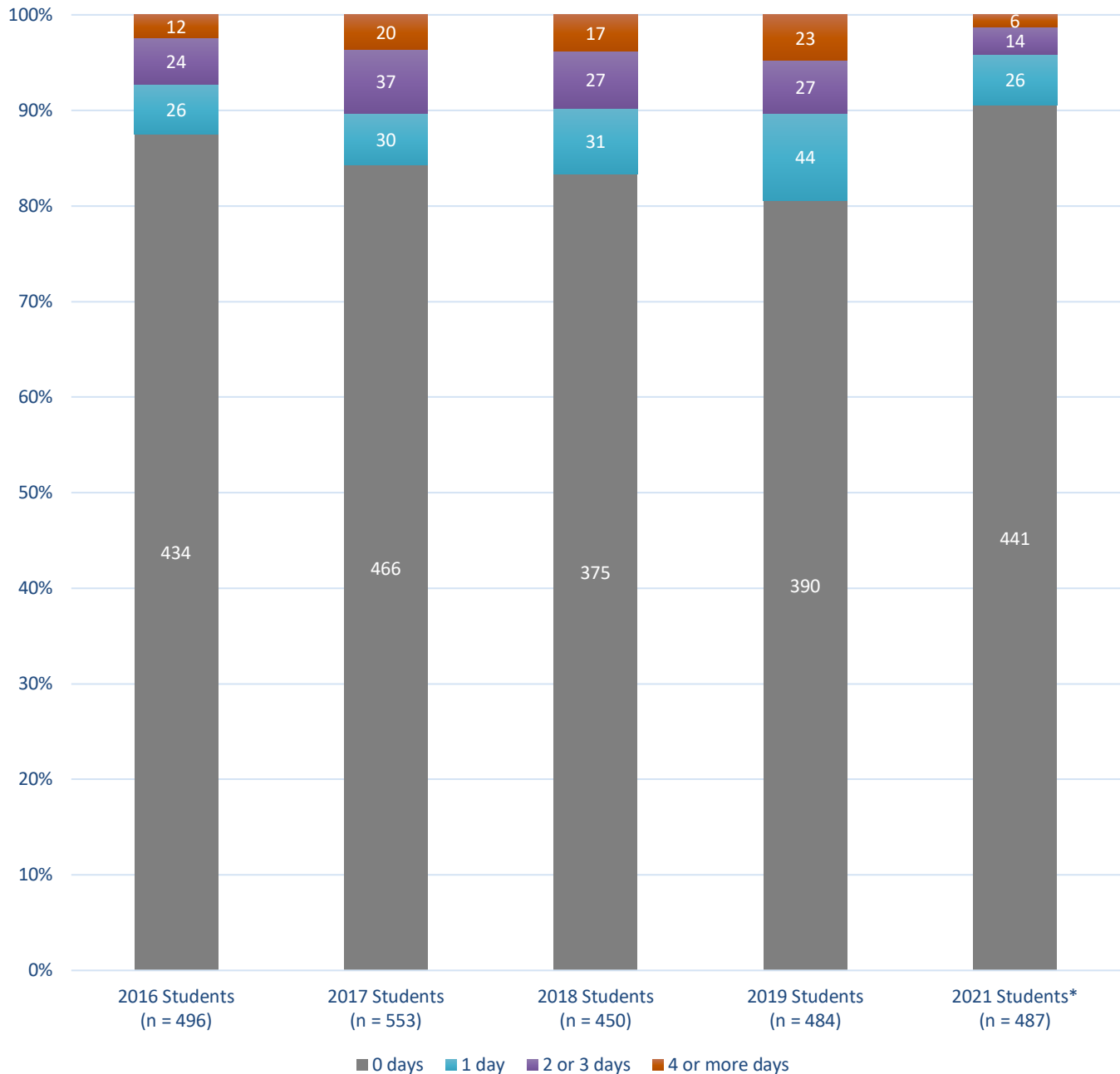
- Fewer students skipped class in 2021 compared to 2019 due to feeling unsafe in the classroom. This is a reversal of the trend which had been increasing from 2016 to 2018.

### **Number of Times Skipping Class due to Feeling Unsafe**

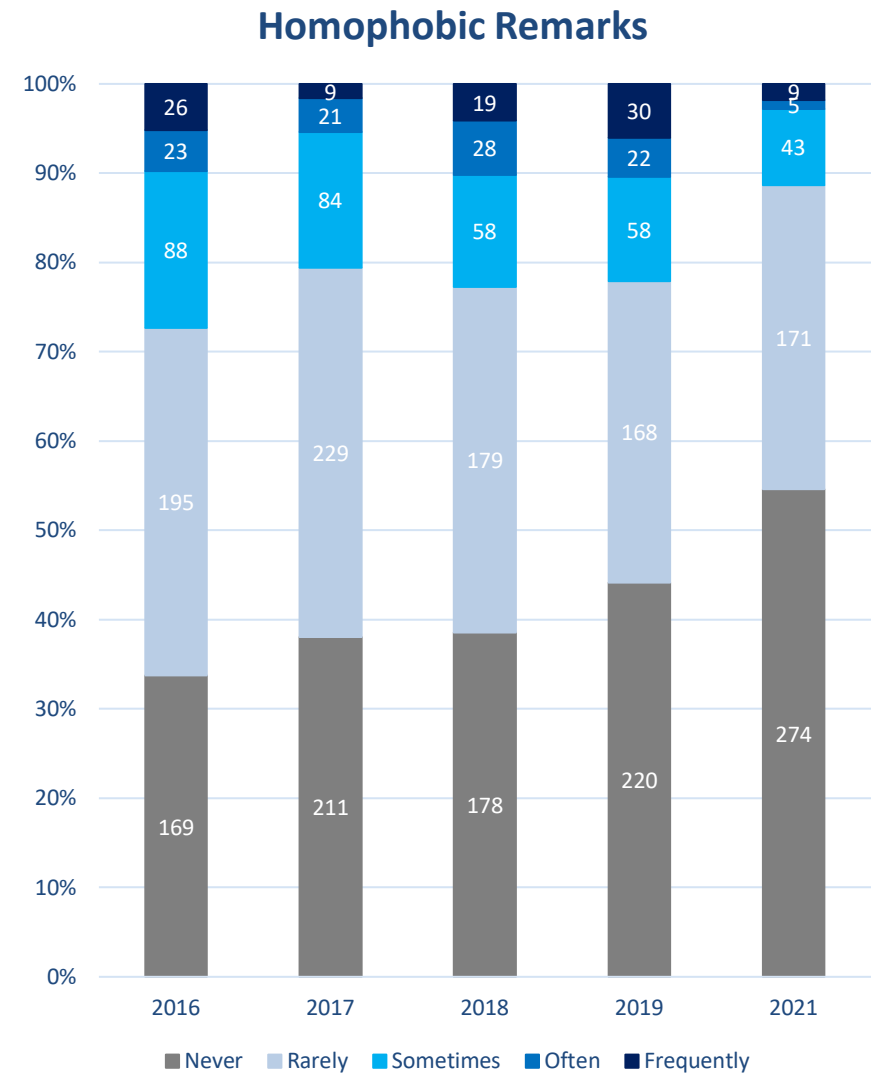
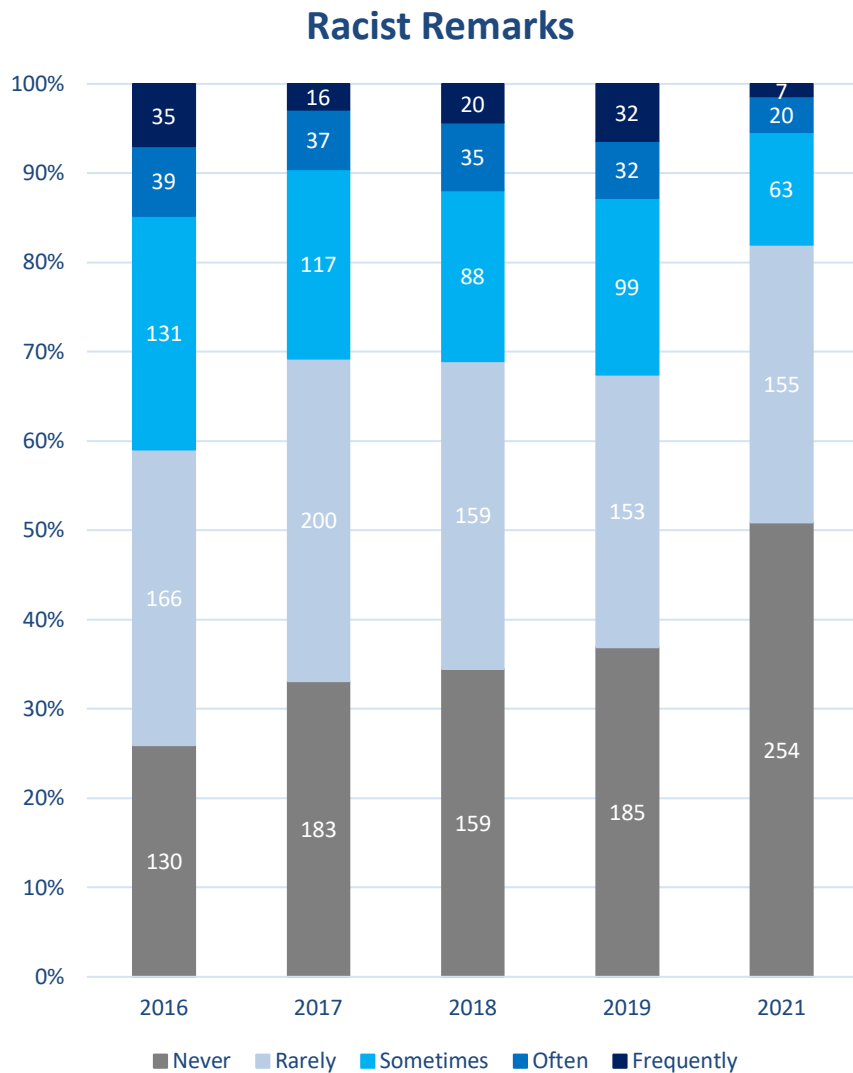


- The same trend is true for the number of days feeling unsafe the residence halls. Compared to 2019, fewer students felt unsafe in the residence halls. It is also important to note that during the Spring 2021 survey administration, IMSA students were involved in distance learning as a result of the COVID-19 pandemic. Therefore, the wording of the question changed slightly in 2021 to include unsafe in your residence hall programming or IMSA student organizations' events, rather than just unsafe in your residence hall.

### Number of Days Feeling Unsafe in the Residence Halls

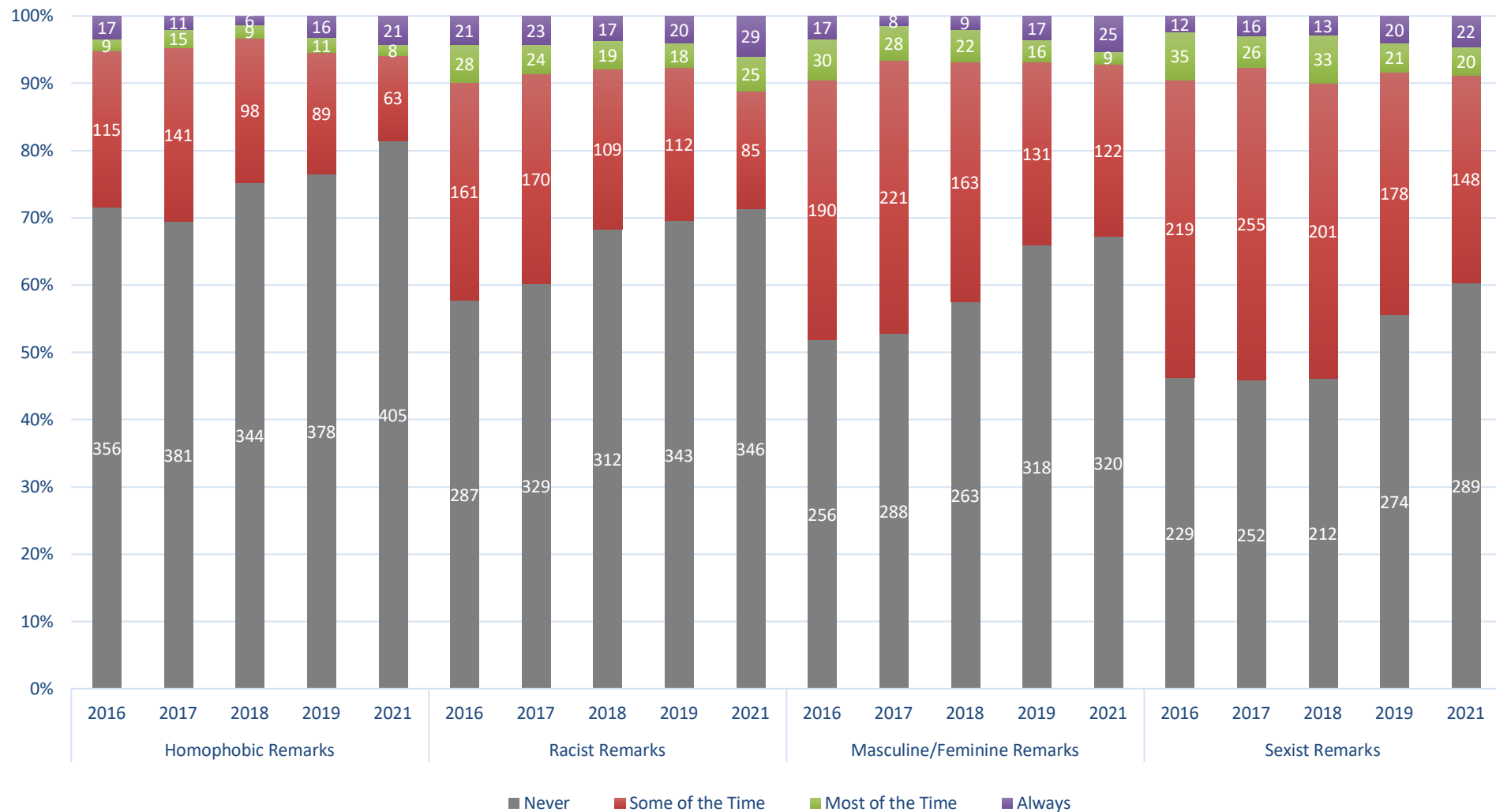


- The frequency of homophobic and racist remarks have continued to decrease from the first administration of this survey in spring 2016.



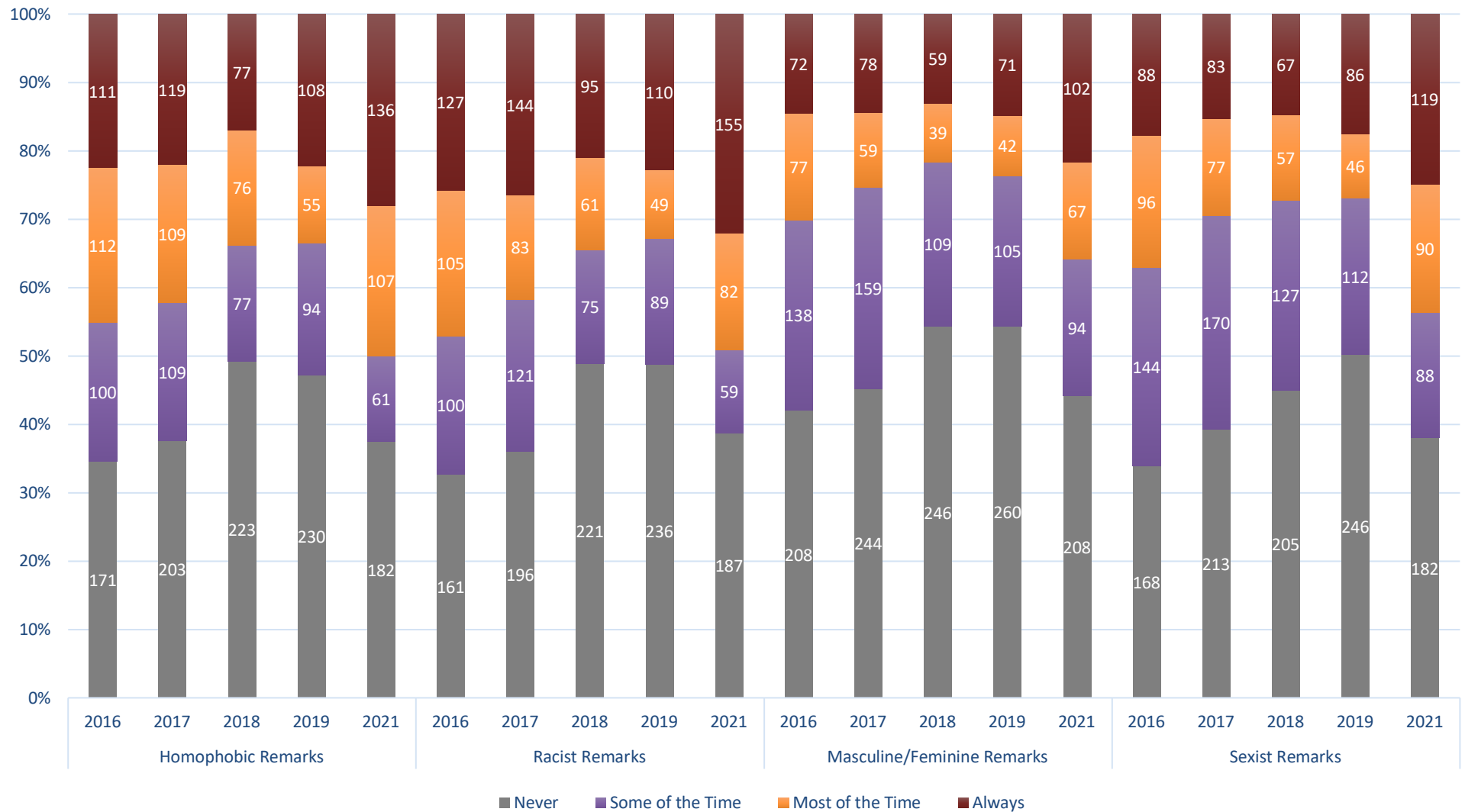
- Compared to previous years, IMSA employees continue to be less likely to be present to hear the various verbal expressions made by students.

### Present to Hear Verbal Expressions



- However, if IMSA employees were present to witness the verbal expressions, they were significantly more likely to intervene this year (2021) compared to prior years.

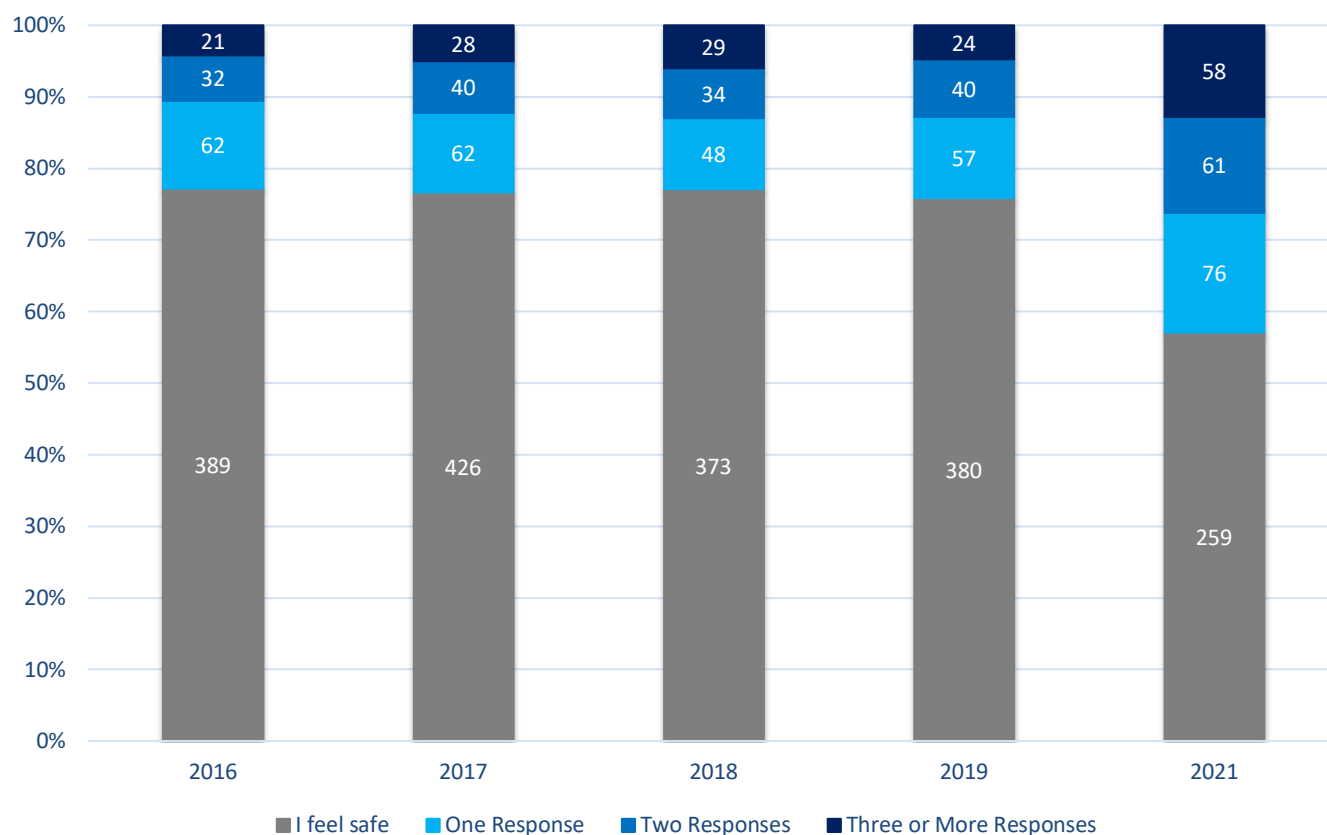
### Intervention to Verbal Expressions



## 2016 through 2021 Comparisons for Feeling Unsafe at School

Compared to the previous four years of administering this survey, there was a significant increase in the frequency of responses for feeling unsafe at school. Recall that beginning in 2018, students were given two additional response options for feeling unsafe at school (i.e., socioeconomic status and body size) and in 2019, the additional response option of unsafe due to political views was added. These additional response options were added due to their frequent appearances in the open-ended response option of this survey question.

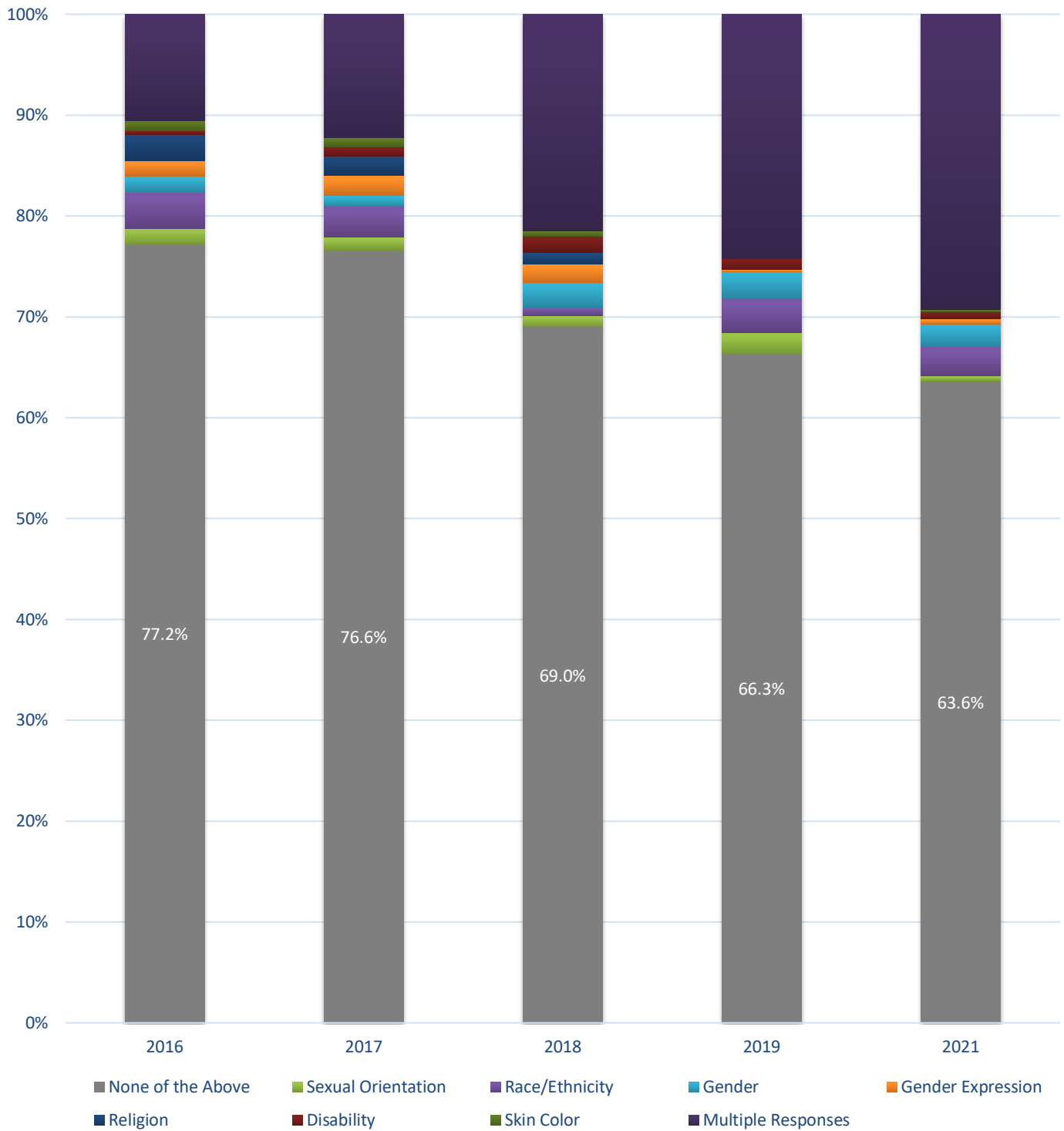
### Frequency Comparison for Feeling Unsafe at School



\* It is important to note, however, that the newer response options were removed from the charts displayed below so that direct comparisons could be made from the 2016 survey administration through the most recent survey administration.

As you can see from the chart below, the reasons for feeling unsafe in school have also remained relatively consistent across the five years of administering the Diversity Climate Survey, especially unsafe due to race/ethnicity and gender identity. Programming will continue to be provided in the areas of race/ethnicity, sexual orientation, and gender. Also noted below, the frequency of students reporting multiple responses for feeling unsafe in school continues to increase since the initial administration of the survey in 2016. This suggests that students may be more focused on the intersectionality of their identities in the more recent years. The table of percentages are provided following the chart.

## Comparison of Reasons for Feeling Unsafe at School\*





This table corresponds to the “Comparison of Reasons for Feeling Unsafe in School” figure above.

Percentages	None of the Above	Sexual Orientation	Race/Ethnicity	Gender	Gender Expression	Religion	Disability	Skin Color	Multiple Responses	Total N
2016	77.2%	1.6%	3.6%	1.6%	1.6%	2.6%	0.4%	1.0%	10.5%	100.0%
2017	76.6%	1.3%	3.1%	1.1%	2.0%	2.0%	0.9%	0.9%	12.2%	100.0%
2018	69.0%	1.1%	0.8%	2.4%	1.9%	1.1%	1.6%	0.5%	21.5%	100.0%
2019	66.3%	2.1%	3.4%	2.6%	0.3%	0.0%	1.1%	0.0%	24.2%	100.0%
2021	63.6%	0.5%	2.9%	2.2%	0.5%	0.0%	0.7%	0.2%	29.2%	100.0%

### Added Categories

The table listed below includes a re-calculation of the 2018, 2019, and 2021 survey administrations to include the added response options of SES, Body Size, and Political Views. Therefore, this table does not directly align with the figure shown above.

Percentages	None of the Above	Sexual Orientation	Race/Ethnicity	Gender	Gender Expression	Religion	Disability	Skin Color	SES	Body Size	Political Views	Multiple Responses	Total N
2016	77.2%	1.6%	3.6%	1.6%	1.6%	2.6%	0.4%	1.0%	N/A	N/A	N/A	10.5%	100.0%
2017	76.9%	1.3%	3.1%	1.1%	2.0%	2.0%	0.9%	0.7%	N/A	N/A	N/A	12.1%	100.0%
2018	66.0%	1.0%	0.8%	2.3%	1.8%	1.0%	1.6%	0.5%	1.8%	2.6%	N/A	20.5%	100.0%
2019	59.4%	1.9%	3.1%	2.4%	0.2%	0.0%	0.9%	0.0%	1.7%	3.5%	5.2%	21.7%	100.0%
2021	57.0%	0.4%	2.6%	2.0%	0.4%	0.0%	0.7%	0.2%	1.1%	3.1%	6.2%	26.2%	100.0%